Level 2 Award in Food Safety in Catering (8065-21)

January 2014 Version 2.1 (December 2015)

City&
Guilds

Qualification at a glance

Subject area	Food Safety in Catering
City & Guilds number	8065
Age group approved	16+
Assessment	Practical assignments and synoptic written or online test
Fast track	Available
Support materials	Centre Handbook, Assessment Pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	City & Guilds number
Level 2 Award in Food Safety in Catering	8065-21

Version number	Changes made	Section
2.0 March 2014	Information about evolve test added to the structure	2. Structure
2.1 December 2015	Updated assessment information	5. Assessment

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	The Level 2 Award in Food Safety in Catering is for candidates who wish to work in the hospitality industry and already have knowledge of the basic principles of kitchen work, or who can demonstrate commitment and enthusiasm to work and study in order to supplement their existing knowledge. Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments
What does the qualification cover?	The qualification covers both safety at work and in the preparation of food, healthy eating and special diets, costing and menu planning and the preparation, cooking and finishing of a wide range of commodities and dishes
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a commis chef or to the following City & Guilds qualifications: • City & Guilds Level 2 Food Preparation and Cooking (Patisserie) – 8065-03 • City & Guilds Level 3 Advanced Diploma in Food Preparation and Cookery Supervision – 8065-04 • City & Guilds Level 3 Diploma in Professional Cookery – 7100 • Level 2 Diploma in Food & Beverage Service – 8066-02

2   Structure

To achieve the **Level 2 Award in Food Safety in Catering (8065-21)** learners must achieve unit 203 in the table below.

Level 2 Award in Food Safety in Catering (8065-21)			
City & Guilds unit number	**Unit title**	**Notional learning hours**	**Guided learning hours**
203	Food safety in catering	30	20
503	E-volve on-line tests	Food safety in catering	N/A

3   Centre requirements

Approval

If your centre is approved to offer the:

* (7065-32) Level 2 IVQ Diploma in Food Preparation and Cooking (Culinary Arts) (500/5752/2)

you can apply for approval for the new:

* (8065-21) Level 2 Award in Food Safety in Catering

using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

* there have been no changes to the way the qualifications are delivered, and
* they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

New centres will need to gain both centre and qualification approval to offer this qualification. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale which must be of industry quality.

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial kitchen including:

- cooking facilities to enable full access to the qualification for example ovens, ranges, grills, griddles, woks, deep fat fryers, bain maries, hot plates, display cabinets and food mixers.
- worktop space – stainless steel workstations or tables used as food preparation areas
- washing facilities- hand washing, food preparation and wash up
- refrigerators and freezers
- suitable storage facilities
- small and large equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Health and Safety equipment to include PPE, food temperature equipment and fire safety.

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to prepare the given variety of dishes using the full range of food preparation methods.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

4 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

5   Assessment

Assessment of the qualification

Level 2 Award in Food Safety in Catering (8065-021)
Externally set question paper or online test To achieve the qualification, candidates are required to successfully complete one of the following examinations: • Component 203 – Food Safety in Catering (dated paper exam*) • Component 503 – Food Safety in Catering (on demand online exam) *please refer to the International Directory on the Walled Garden for dates and times of this examination. The test specification for the exam can be found in Appendix 1 of the Assessment Pack.

6 Units

Structure of units

These units each have the following:
- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria.

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (eg video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit 203   Food safety in catering

Level:	2
Guided learning hours:	20
Notional learning hours:	30
Aim:	The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry. Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

Learning outcome
The learner will: 1   Understand food safety procedures.
Assessment criteria
The learner can: 1.1   define food poisoning 1.2   define food hygiene 1.3   outline Hazard Analysis Critical Control Points **(HACCP) practices and procedures** 1.4   identify key food safety **records** 1.5   state the **key elements** of a food safety policy 1.6   identify **reporting procedures** 1.7   state the **key requirements** of food safety legislation.

Range
HACCP practices and procedures Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation. **Records** Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures. Cleaning records, Rotation of stock records. **Key elements** Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors' policy.

Reporting procedures
Accident, sickness, problems with pests, complaints and equipment failure.

Key requirements
Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

Learning outcome
The learner will:
2   Understand how to keep self clean and hygienic.
Assessment criteria
The learner can:
2.1   describe the **design features** of protective clothing for food handlers
2.2   identify **bad habits and poor hygiene practices**
2.3   identify **resources/facilities and procedures** for hand washing
2.4   list the most important **times** to wash hands
2.5   describe the **advantages and disadvantages** of wearing gloves
2.6   list **reportable illnesses and infections**
2.7   explain the term **carriers**
2.8   state the importance of being '**fit for work'**
2.9   describe the **features** of plasters suitable for use by food handlers
2.10   state the **bacteria** associated with open wounds.

Range
Design features
No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.
Bad habits and poor hygiene practices
Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.
Resources/facilities and procedures
Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitiser.
Times
After touching face, coughing, sneezing, nose blowing, touching raw food or waste products, handling cleaning materials, after going to the toilet, after breaks, after smoking, between tasks to prevent cross-contamination, at the beginning of a shift, after handling money, after cleaning a wound, after touching any part of the body.
Advantages and disadvantages

Advantages: barrier for cuts, reduction of bacterial contamination, public perception.

Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

Reportable illnesses and infections
Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

Carriers
Healthy: a person who carries the virus or bacteria without showing any symptoms.
Convalescent: recovering from the virus or bacteria and continues to be a carrier.

Fit for work
Fitness for work certificate/medical clearance.

Features
Non food coloured plaster, waterproof, metal strip.

Bacteria
Staphylococcus Aureus.

Learning outcome
The learner will:
3   Understand how to keep the working area clean and hygienic.
Assessment criteria
The learner can: 3.1   identify different types of **cleaning products** and **cleaning equipment** 3.2   define a 'clean as you go' policy 3.3   identify the **six stages of cleaning** 3.4   state the **key features** of cleaning schedules 3.5   list different **cleaning methods** used for **tools and equipment** 3.6   describe the **safety requirements** for handling and storing chemicals 3.7   list the **features** of equipment and surfaces suitable for use in food handling areas 3.8   describe the ways in which **waste** should be stored and disposed of 3.9   describe the **importance** of keeping the waste storage area clean and tidy 3.10 list common types of food **pests** 3.11 identify **signs** of food pests 3.12 describe pest management reporting and **control procedures** 3.13 describe different pest proofing **methods**.

Range

Cleaning products

Detergent, sanitisers, disinfectant, sterilisers, bactericides.

Cleaning equipment

Mops, buckets, cloths, vacuum cleaner.

Six stages of cleaning

Pre-clean, main clean, rinse, disinfect, rinse, dry.

Double sink washing up method: pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature.

Key features

Who, what, where, why, when, how, safety measures.

Cleaning methods

Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning, cleaning procedures, correct usage of personal protective equipment (PPE), correct usage of chemicals, following manufacturer's guidelines.

Tools and equipment

Knives, small utensils, medium and large scale equipment.

Safety requirements

Control of Substances Hazardous to Health, storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers' instructions.

Features

Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

Waste

Unfit food, non-food refuse, recycling.

Importance

To prevent odours , pests, bacteria growth.

Pests

Rodents, cockroaches, insects, domestic pets, birds.

Signs

Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

Control procedures

Environmental, design, proofing, physical, chemical.

Methods

Kick plates, bristle strips, self closing door, fly screens, building maintenance.

Learning outcome
The learner will:
4   Know how to receive and store food safely.
Assessment criteria
The learner can:
4.1   describe the **checks** that should be made when accepting deliveries of ambient, chilled or frozen foods
4.2   describe **stock rotation systems**
4.3   describe the difference between 'best before' and 'use by dates'
4.4   identify the **correct storage conditions for foods**
4.5   state the **reasons** why certain foods require refrigeration
4.6   describe the **methods** of storing foods which prevent contamination by pests
4.7   identify the main **categories** of contamination
4.8   define the term **cross contamination**
4.9   describe **ways of reducing cross contamination**
4.10   describe the **types** of cross contamination
4.11   state the conditions for safe food storage
4.12   state the **rules** to observe when using probe thermometers
4.13   state **best practice** for thawing/defrosting foods
4.14   identify the **documents** used for recording food storage and temperature control.

Range
Checks
Damage, dates, quality, quantities, pest infestation, temperature.
Stock rotation systems
FIFO (first in first out), day dots, date systems, labelling.
Correct storage conditions for foods
Ambient: cool, dry and well ventilated storeroom.
Chilled: store cooked and raw foods separately.
Frozen: store cooked and raw foods separately.
Reasons
To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.
Methods
Off floor, pest proof containers.
Categories
Chemical, physical, microbiological, allergenic.
Ways of reducing cross contamination
Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

Types
Direct, indirect, drip.

Rules
Disinfect probe before and after use, calibration of equipment.

Best practice
Use of thawing cabinets, fridges, refrigerated rooms.

Documents
Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

Learning outcome
The learner will:
5   Know how to prepare cook hold and serve food safely
Assessment criteria
The learner can:
5.1   list the **micro-organisms** associated with food poisoning
5.2   identify **non-bacterial causes of food poisoning**
5.3   state the usual **conditions** for bacterial growth
5.4   identify different **types of high risk foods**
5.5   describe **techniques** to prevent food poisoning during preparing, cooking and serving foods
5.6   describe common **symptoms** of food poisoning
5.7   identify the **people** most at risk from food poisoning
5.8   identify common **food allergens** and **intolerances**
5.9   identify **sources of physical contaminants**
5.10 identify the temperatures at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
5.11 define the term **temperature** danger zone
5.12 identify different **heat treatment processes**
5.13 identify the best practice for cooking and reheating food
5.14 identify the best practice for chilling food
5.15 identify the **best practice for holding food**, hot and cold for service.

Range
Micro-organisms
Pathogens: Salmonella, clostridium prefingens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.
Food borne diseases: bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.
Spoilage organisms: harmless organisms, moulds, viruses, yeasts, toxins.
Non-bacterial causes of food poisoning
Metals, poisonous plants, chemicals, equipment, tampering, viruses.
Conditions

Warmth, food, moisture, time, pH balance.

Types of high risk food

Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish.

Techniques

Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

Symptoms

Nausea, diarrhoea, vomiting, abdominal pain.

People

Young children, the elderly, sick, pregnant women, those with immune deficiency.

Food allergens and intolerances

Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

Sources of physical contaminants

People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

Temperature

5 °C to 63°C.

Heat treatment process

Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

Best practice for holding food

Holding and Serving – cold: below 8°C, hot: above 63°C.

Recommended time tolerances: hot food that is not in a temperature controlled environment can be held for up to 2 hours, provided it is not detrimental to the quality of the food. Cold food that is not in a temperature controlled environment can be held for up to 4 hours, provided it is not detrimental to the quality of the food.

Appendix 1 Sources of general information

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

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About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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